




# Designer Planning

Context : \_\_\_\_\_ Year Level(s): \_\_\_\_\_

## BIG IDEAS – desired results

<b>Achievement Objective(s):</b>	
<b>Key Understanding(s):</b> Students will understand that ...	 <b>Essential Question(s):</b> To focus student learning on the Key Understandings
<b>Knowledge:</b> Students will know ...	 <b>Skills:</b> Students will be able to ...

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## Assessing Student Understanding

Assessment Task(s):

T

Other Evidence(s):

OE

## WHERE TO - Learning Plan

Learning Activities:

L

# Designer Planning

Organise the WHERETO:

W = Where are we headed? And why? (from the student's perspective)

How will you help students know where they have come from: assess prior knowledge and interests; orient them towards the purpose of the work, learning tasks and the success criteria against which the work will be judged?

H = How will the student be 'hooked'?

How will you hook and hold the student through engaging and thought provoking experiences that point towards the BIG IDEAS, essential questions and learning tasks? How will you honour their different styles, interests and abilities?

E = What opportunities will there be to be equipped and explore key ideas?

R = How will we provide opportunities to rethink, rehearse, refine and revise?

E = How will the students evaluate (so as to improve) their own performance?